THE JOURNAL OF EDUCATION

Volume 131 **APRIL, 1948** Number 4

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as we go to press . . .

We are trying to figure out why on earth this magazine is read by people in so many different situations with respect to education. The fact that it is read by teachers and supervisors and school heads all up and down the public school ladder is not too surprising, since we devote much of our space to matters of direct concern to such persons. But why, for example, does the JOURNAL appeal to nuns and brothers working in parochial schools? Why, again, is there an increasing demand for it from abroad? Then there are all those teachers' colleges. It would be difficult to name any prominent institution in that line that does not have the JOURNAL on tap in its library, where embryo teachers have even been caught reading it when they had not been told to do so.

While we crochet our brows over the — shall we say? — democratic character of our professional audience, maybe some member of that audience will pop up with the answer or at least a guess.

Of course the common denominator of our various groups is the desire to know more about educational trends and procedures. In endeavoring to meet this demand from so many more quarters than usually go to make a unit, we admit a more or less secret ambition on our own part—namely to make every reader feel at home in the picture—almost as if he or she were the very center of the thing. Doubtless some lethargic souls would rather not be disturbed or stimulated and therefore either abhor the JOURNAL or allow its arrows to be deflected from their pachydermous flanks. And this is all the more possible, we fear, because the JOURNAL'S darts penetrate more by implication than by imperatives. After all, we have no wish to encroach upon the radio announcer's territory which is posted all over with orders to do this or that—so many this-and-thats one would go crazy trying to obey half of them. Nope. You often have to read between the lines to discover what particular part you should play. We try not to push you around any more than we like to be pushed around ourselves. We try also, in our subtle manner, to keep you sold on education.

Your Textbook Reporter

Today's Health and Growth Series

Discoveries made in hospitals and laboratories of the recent war have been brought into the present revision of the already popular *Health and Growth Series*. The six books, catering to grades three to eight, are attractively gotten up, with many specially posed photos contributing both to eye appeal and to happy learning. Careful attention has evidently been given to grading

The strategy of the set is that of taking up with the child the problems of health, growth and safety that come closest home to him at a given age. (Memorizing the names of all the bones and muscles has ceased to be a virtue if it ever was, which it was not. Now the guiding principle is one of functionality.) The pupil learns what he obviously needs to know. Occasional hints on social acceptance are included, but only incidentally. By the time one has read the series, little remains unkown that the average adult needs to know about keeping strong and straight and well, eating the right foods, preventing accidents, rendering first aid when someone else is hurt, or calling a doctor and guessing what new pills he may prescribe—whether sulfa, penicillin, or something else.

TODAY'S HEALTH AND GROWTH SERIES (6 volumes) Charters, Smiley and Strong. The Macmillan Company, New York. $1.40-$1.72

Children and Books

What does the teacher or parent need to know about the minds of children and the types and qualities of literary material actually available, in order to cultivate in children a taste for reading? This is the question that Mrs. May Hill Arbuthnot answers in *Children and Books*. The result is a fascinating volume that is neither a treatise on remedial reading nor an anthology, but a discussion of what children like to read and why, what they dislike and also why, and a sufficient array of samples to constitute a fairly copious anthology if printed by itself instead of being interspersed or gathered into clusters as it is.

There is an unusually full chapter on the backgrounds of Mother Goose and the original meanings of some old nursery jingles. But the jingle itself is still what counts, and the author never lets her reader forget that all effort to interest the child in reading is lost unless the child really finds enjoyment—nay, worse than lost, if the child is made to dislike certain literary forms forever through having been forced to swallow unpleasant doses when young.

All the forms of story telling are considered and each is spotlighted with shining examples. Those modern modern rivals of books—radio, movies and the comics—are treated with understanding of their appeal and with the advice that adults who essay to guide children should find out for themselves what the youngsters are so keen about, if only to form a better bond with these boys and girls and help them to discriminate among their idols. The author regards the physical appearance of a children's book as important, and she often refers to this, while flashing pictures from a hundred well illustrated editions.

Children and Books should do much to bring the two together.

CHILDREN AND BOOKS. May Hill Arbuthnot. Scott, Foresman and Company, Chicago. $3.60

Public School Administration

Should the person charged with administering a group of schools follow ready-made patterns or should he use originality and discrimination in the solution of his problems? Obviously there are and always will be administrators of both types. But a book like *Public School Administration* by Jesse B. Sears sets its sights high and aims to produce educational leaders and statesmen or as reasonable a facsimile thereof as possible. School administration is therefore dealt with on a broad scale with all its implications for society, with all its backgrounds, its opportunities and its responsiblities. The reader gets an impression of great complexity, yet a true sense of what it is all about—namely that administration is only the means to an end and not an end in itself. The author is not dictatorial but gives both sides of controversial questions. Finally he refers his readers to the existing literature of the subject. This is the procedure in chapter after chapter. The result is a volume of moderate size but vast scope, serviceable either as a textbook for the student of school administration or as a reference manual for the man already on the job and wishing to get more light on his task in general or some perplexing portion of it in particular.

PUBLIC SCHOOL ADMINISTRATION. Jesse B. Sears. Ronald Press Company, New York. $4.30

We, the Citizens

Schools in their task of training good citizens, have relied too much upon the indirect method, imparting knowledge, and trusting desirable skills and attitudes to follow automatically.

In *We the Citizens*, the problem of training for civic responsibilities is approached from a practical and modern angle. The book is a text for high school juniors or seniors. It seeks to interest these coming citizens in preparing themselves for active, intelligent participation in public affairs. The method is to show them what to be, how to do, and what to do.

Among the chapter headings are: How to Be Active in Community Betterment; How to Analyze Issues; How to Listen to Political Speeches; How to Read Political News; How to Be an International Citizen. These are but samples. Within each chapter there is ample explanation, and a wide choice of things to do. The assignments seem unusually applicable to local conditions to be found almost anywhere. On the other hand the recommended visits to government offices and police courts are within reason. Discussion is not encouraged until a basis of facts has been established. The book has little to say about the intricate machinery of government, much to offer by way of apprenticeship to the art of community living. Its upwards of two hundred suggested activities should make it invaluable to the social studies teacher.

WE, THE CITIZENS. Aldrich and Markert. Inor Publishing Company, New York. $2.75

Theories of Learning

Advanced students of educational psychology may now examine the principal hypotheses of that science within a single book. *Theories of Learning* devotes a chapter to each of a dozen propositions, each seeking to explain the mysteries of acquiring knowledge, skill and—less surely—wisdom. The author, Dr. Ernest Hilgard, reserves to himself the privilege of the final word. That word, apparently is "eclectic." He finds all the theories based on too little evidence. He also observes that the time has not yet arrived when a single unified conclusion can be drawn. There is a lot more to be learned about learning. Meanwhile the book we have in hand is both objective and critical.

THEORIES OF LEARNING. Ernest R. Hilyard. Appleton-Century-Crofts, Inc., New York.

Teaching Arithmetic

In the study of arithmetic, drill is essential, but drill is not the whole of it. There must be understanding—even at the expense of slowing down the learning process. Such is the proposition underlying Dr. Herbert Spitzer's volume, *The Teaching of Arithmetic*.

The author thinks it is better that a child learn to add by counting than that he learn all the addition facts by rote without the ability to check them. So, too, for the other fundamental processes. Drill in multiplication should be preceded by exploration and discovery. Throughout the book, the emphasis is on meaning, not only the meaning of numerical relations and processes but, when it comes to problems, the meaning of life. Problems remote from the child's experience or serving no apparent purpose but to provide mental gymnastics, are to be discouraged.

This guide for the teacher of arithmetic considers the content as well as the methods of the entire curriculum. It offers samples of different styles of presentation. If Dr. Spitzer seems to take the fun out of life for those teachers who love to demonstrate, he perhaps restores more than he takes away, by increasing the chances that children who develop an idea through discussion will have a firmer grasp. If there has ever been a subject less effectively taught than arithmetic, that subject would be hard to find. Hence the importance of a book that stresses a more intelligent approach as this one does.

THE TEACHING OF ARITHMETIC. Herbert Spitzer. Houghton Mifflin Company, Boston. $3

Peoples of Other Lands

Two well known texts in the Iroquois Geography Series now appear in revised editions. *Peoples of Other Lands* prepares the elementary pupil for *World Geography* in the junior high school.

The elementary book employs the device of stories which make vivid the contrasts between different parts of the globe and how these contrasts affect the occupations and viewpoints of the inhabitants. In the more advanced book the study is more detailed and many changes and problems growing out of the second world war are examined, such as the importance of uranium and plutonium, the political problems of Palestine and India and the developments in aviation including jet propulsion. *World Geography* is designed to fit into the social studies program. It amply demonstrates the interdependence of all nations and the imperative need for working out their

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PEOPLES OF OTHER LANDS. G. R. BODLEY. WORLD GEOGRAPHY. Thurston and Faigle. Iroquois Publishing Company, Syracuse.

Wellsprings of the American Spirit

To all those who like the round table type of discussions, *Wellsprings of the American Spirit* offers much to munch on. What the American spirit is today is anybody's guess, and how it got that way gives abundant range for every man's conjecture.

The book is a collection of fifteen addresses sponsored by the Institute for Religion and Social Studies. The addresses have been edited and summed up by Prof. F. Ernest Johnson of Teachers College. Was it the Puritans or the dissenters, that gave initial shape to the American spirit? What have been the respective influences of philosophy, of art, of the frontier? What did Protestants and Jews have to do with religious freedom? What bearing has political liberty had upon this indefinable spirit we call American? How have cultural relations, the fair treatment of minorities, the rights of women, the labor movement played their parts. These and other questions are the ingredients of the book. The speakers are persons of importance and authority. The editor, having the final word, gives due warning that the American spirit still has need of intelligent guidance if it is not to run amuck throughout the earth, brandishing atom bombs in the name of some hypocritical ideal.

WELLSPRINGS OF THE AMERICAN SPIRIT edited by F. Ernest Johnson. Harper and Brothers, New York.

Handbook in English

Frequently around the ninth or tenth grade it is discovered that most of the class don't know a noun from a hole in the wall and can't write two grammatical sentences in a row. In short, the time has come for a review of grammar and a down-to-earth consideration of first principles. A new *Handbook of English* has been provided for serious drill work at this juncture. By leaving to the teacher or to other texts the task of motivating composition, this manual can devote itself wholeheartedly to stressing those small details that are essential to good writing and good speaking. Starting with a review of grammar, with diagramming included for those who want it, the book proceeds with other matters of usage. Special attention is paid to sentences, paragraphs and the organization of material for composition. Exercises are varied and abundant. The book is indexed for reference on tricky questions. No attempt is made to deal with the finer points of rhetoric. One must learn to swim before becoming a fancy diver.

HANDBOOK OF ENGLISH. John E. Warriner. Harcourt, Brace and Company, New York. $1.60

From Season to Season

Readers one and two in a Geography Foundation Series are christened *Through the Day* and *From Season to Season.* Simple facts about hills, rains, plants, soil, farms, animals, the four seasons, conservation and similar subjects are woven into stories of small children seeking new experiences. The illustrators have given dash and color to many pages. The amount of geography is not more than needed to supply an underpinning to later study or perhaps to built up geographic readiness.

THROUGH THE DAY, FROM SEASON TO SEASON. Poole, Barton and Baker. Bobbs Merrill Company, Indianapolis.

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By Sorenson and Malm. Applies psychology to high school students' needs and problems.

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Editorials

The Class You've Always Wanted

Lives there a teacher who has not wished at times that all his pupils were as bright as the one boy or girl who always gives correct answers?

On the other hand, what teacher has not encountered bright pupils who were even more troublesome than the dull one—pupils who were forever challenging the teacher himself to watch his statements?

Over at Hunter College one may visit an elementary school attended exclusively by bright children. Their IQ's run from 135 to 190. Their curriculum is described as flexible. It is extended and enriched by audio-visual aids, research projects and child-conducted assemblies. French is taken up in the third grade and by the fourth there is little need for English.

As an experiment in educating children of exceptional mentalities in a segregated group, the venture will have value, though it's hard to lay your finger on it. Perhaps its chief usefulness will lie in what it does with student teachers and visiting observers, by way of making them more content to work with ordinary groups—youngsters who more or less take what is handed them and don't hold their instructors up to psychological standards or keep them on their intellectual tiptoes.

"I *can* put on my rubbers," admits the lad of five, "but isn't that what student teachers are for?"

A three year old, when asked what he does in school, replies: "I fight and take tests."

Musn't it be lots nicer to have some in the class gaze up at you in awe and wonder at all the things you know?

Go back to your room now and quit wishing all your kids were geniuses. Non-geniuses are more comfortable to live with and in most instances to teach.

Schoolroom Lighting

A great many of the school buildings classed as obsolete could be made tolerably efficient for another decade or two if adequate improvements were applied to their systems of lighting. At least this is our opinion. A pamphlet issued by the U. S. Office of Education deals fully with the problem of school lighting. One comes away from reading it with the impression that the problem is highly complicated and far from completely solved. However a few definite conclusions or generalizations can be extracted from the technical document, as follows:—

Classrooms with windows on one side only are still in favor. Windows should be as tall as possible, since the taller they are, the better they light the far side of the room.

Ample artificial lighting that can be turned on separately for the dark side of the room is a number one necessity.

Walls, furniture and all sources of light should be free from glare.

Pastel walls and white ceilings prevent loss of light by absorption.

Light green chalk boards and white chalk are the best substitutes yet discovered for the traditional blackboard.

Splashes of direct sunlight on walls and floors—and of course on desks and papers—are a crime against eyesight.

Yet the majority of teachers, after cutting off much of this glare by drawing shades over the top half of the windows, neglect to remove those shades when the sun has disappeared. Thus injury is done to the pupils on the side away from windows.

Pupils or teachers should not be made to face the windows.

Improper lighting continues to prevail in thousands of schools. Competent lighting engineers are seldom employed when schools are being planned. Architects themselves could do better than they do to shed adequate and balanced illumination on the rooms they lay out so neatly on their drawing boards—probably undergoing needless eyestrain as they do it.

Service for Service

Allowances to veterans studying under the GI Bill of Rights have been increased somewhat by a recent act of Congress, and this will bring partial relief to thousands of single and married students struggling to complete their educational equipment. The majority of them will still have difficulty making ends meet, and many will continue earning money as best they can at sparetime jobs.

The government readily does the obvious thing to give former service men a fresh start in life, following their enforced absence from home and community because of war.

The less obvious needs of these veterans are less likely to be met. For example the Veterans Administration has apparently been deprived of the funds required to carry on its program of counseling centers. Either these funds have been curtailed or the VA has chosen to swing its own economy ax in that

direction because of the 30 per cent cut in funds appropriated for VA's administrative functions.

Whatever the cause, a great many of the guidance centers have been or soon will be closed. In fact, the VA has long since ceased publicizing its guidance facilities, as if to pave the way for retrenchment in that matter.

How valuable this organized counseling has been may be judged in some measure from a statement emanating from the regional VA headquarters in Philadelphia. This was to the effect that twice as many veterans who took up studies without counseling have dropped their studies as in cases where counseling was received.

Dropouts for want of competent steering are a needlessly unhappy ending to educational ambitions.

Disabled veterans in particular are entitled to the most careful guidance with respect to careers and educational preparation. Surely the public does not wish to let those who were handicapped for life in the service of their country become victims of a false or ill considered economy.

If Congress wants something to look into, the closing of VA guidance centers would be an excellent something for that purpose.

Deus Ex Machina

When a Greek or Latin dramatist got his characters into such a tangle that he couldn't bring them out in any reasonable way, a god or goddess was let down by a sort of derrick from the top of the stage, and the plot was quickly and officially unscrambled.

Education's "god from the machine" is the survey, the visit of any outside agency that comes with pencils and paper and wisdom on every brow, to study the situation and make a report.

Sometimes the situation is so acute that this intervention from the outside is the only known means of diagnosis and cure.

But in many instances a survey accomplishes nothing but the printing of a huge report which is filed away in various libraries to gather dust and cobwebs. The longer the report and the more numerous its criticisms and recommendations, the more certain it is to be overlooked and forgotten.

A community that regards education as the important matter it is, will consistently elect competent, conscientious citizens to its school board or committee; that body, in turn, will engage administrators and teachers who are alive to their responsibilities. Acting with a common purpose they will work for the improvement of the schools and will never let things become so run down, inefficient or wrong in spirit as to require a consultation of doctors or an autopsy to determine why education died.

Do away with pigheadedness and smugness in your schools and save the money you would waste in a survey to spend straight out for better education.

Bridgeport Views Tomorrow

It is not unusual for the school authorities of a city to draw up blueprints showing the expected educational needs of the community. When a business and industrial group undertakes this sort of study, the action is news.

In Bridgeport, Connecticut, a manufacturing center of 200,000 population, the Chamber of Commerce asked its educational committee to consider the trends in college enrolments and recommend what steps the citizens of Bridgeport should take to provide the needed facilities for their sons and daughters.

The committee discovered that a great many graduates of the local schools stop short of college, not for lack of preparation but for lack of money. The ratio of college attendance for the country as a whole is one in sixty. Bridgeport's ratio is one to 119 or half as large. Nobody would suspect this who saw the Bridgeport Junior College in operation, with its thousands of students in daytime and evening attendance, but the Chamber's committee knows its facts.

It is significant that the business interests of Bridgeport have been able to sense the importance of ample educational equipment and at the same time to perceive that the meeting of anticipated needs is a proper investment for industry itself to make.

Hush! It's a Pleasant Dream

When a group of topflight educators join in dreaming up their ideal elementary school of tomorrow or the day after, one should resist the temptation to take pot shots at them or otherwise rudely awaken them. But resist we cannot.

Picture, good friends, the paradise of a six-day week of school, frequent field trips with the little flock eager to learn at first hand. Watch them study the secrets of nature and human nature at winter and summer camps. See them with their little minds absorbing knowledge three or four years from the same dear teacher, preferring not to leave her or their lessons for a long vacation.

Then ask where you will find all those teachers with nerves that never wear out, such love of children as to stand being with them much more of the time than at present.

It is difficult enough to attract the right people into teaching even today, when short working weeks and long vacations are the sole offset to big classes and the drain on strength.

It was easy to dream the dream. Now let them dream up the teachers—the billions of dollars needed for the program.

Suppose we start by lengthening the school term a week this year and requiring every teacher either to learn to swim or to fish through the ice.

THE ENGLISH TEACHER AS A TRAVELER

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IN THE preparation of the average English teacher there are courses which dutifully cover all of the main movements and personalities in the magnificent history of English literature. There are the courses in Anglo-Saxon, in Chaucer, in Shakespeare, in Milton, in the days of Pope and through the times of Johnson, in the more brilliant figures of the surge of Romanticism, in the great of the Victorian era, in Contemporary This and Modern That, and in the literary types.

There is one "course," however, for which the average teacher of English has never enrolled—the small green land of England itself. And it *is* small—small enough to come to know unforgetably in one summer—small enough "to see" even on a teacher's income. Yet, in spite of these facts and of the fact that he devotes his professional lifetime to the study and presentation of its language and literature, he rarely thinks seriously of visiting the source of that language and the subject of that literature. But, as one who has taken this "course," I most earnestly urge upon the teacher of English an experience which will tremendously increase the imaginative quality of his teaching, add to his professional pride in his subject, and impart to his students a true impression of that great land. If you are one who has been teaching for several years and has felt your exposition of the subject becoming "stale," this "course" will be especially reviving.

And I suggest that you plan the trip with the following in mind:

1. As far as is possible, map out beforehand exactly what you are to see and have it ready for easy reference during the trip. In England, the guide books will tell you much, but they will not have space for all of the literary allusions which should interest you most.

2. Avoid organized tours except for small sections of the journey when time and space seem to make them requisite. Take the entire trip alone if possible—unless you have a companion available of almost exactly your own temperament and tastes—and try to be your own master in the smallest respect of mood and movement.

3. Register for a short summer course at one of England's great universities—both for the sake of information and for the sake of the atmosphere.

4. Prepare to bring back as much as possible in the form of guide books, photographs, programs, maps, etc., for your future re-study and for classroom use.

5. For the ocean crossing go third class. Here you will find the new crew hair-cuts, the feminine hair which will not know permanents for the entire summer. Here are assembled the bicyclists-to-be, the hikers-to-be, the camera fans, the students in general, the teachers in particular—all those who are light of purse and of heart, all those who are the most open and friendliest on the passenger list, since they, like you, are going with personalities bared for the better absorption of all they will experience.

If you are an inland teacher with inland pupils, it is good for you to come to know the sea if only briefly; to observe it in its varying aspects of daylight, darkness, and storm; and to have reiterated, in a week-long lesson, the meanings of "dashing waves," "foam," "sea wind," "plunging prow," "blown spume," and all of those impressions which have so salted our language and literature. Perhaps you may even come to know for the first time the real connotations of "horizon," or "voyage," and of "loneliness."

Then, suddenly one morning, magic comes. The shuffle-board enthusiasts strangely quit their labors; the holders of deck chairs are rising; the strollers pause, startled at something in the air. And then you are at the rail staring. A thin finger has risen from the sea off the port bow. England! The lighthouse on Bishop's Rock, at least. Soon you are watching the waters foam upon the yellow-brown rocks of the Scilly Islands. The peaks of the sunken land of Lyonesse, you tell yourself. And then there is Lizard Head before you, with Land's End misty to the north; and you realize that this is Cornwall and that beyond it is Devonshire, that the ruins of Tintagil and the bleak expanse of Dartmoor lie only a little way beyond your sight, and that farther, beyond these, are the castles and the cottages where your fathers lived, the little lanes that they walked, the battlefields on which they ran forward shouting.

The rugged edge of the gigantic map crawls slowly by, dotted with clusters of white houses and crested with piles of stones—whether ruins or natural formations you cannot tell. In a few hours you are anchored in Plymouth Harbor, and sea gulls are dipping over you

and screaming a welcome just as their ancestors once shrieked a delighted greeting to those returning from their victory over the Spanish Armada and later cried farewell to that shipload of sober Puritans turning the prow of their little *Mayflower* toward the west from these very waters.

You are soon ashore. Or perhaps you remain on board to see a bit of the continent before turning to England. But whether you go ashore at Plymouth or at Dover or at Harwich, there is a blurred interval, and then you are in a London cab which is taking you perilously down the wrong side of the street to some small hotel or "rooms" near Russell Park or Bloomsbury.

For the next week or so you walk upon hopeless task in a great gray city. You *cannot* see everything. It seems a museum of all that you love. You step into doorways innumerable times and unfold your map once more to see if you are close (for perhaps the only time in your life) to something you *must* see. You stand on corners and study your guide book to choose the direction that will offer you the richest memory. You find yourself returning to such centers as Charing Cross, Leicester Square, and Piccadilly; but you are always merely passing through them on your way to the "smaller" things you seek. At the Tower, the Crown Jewels dazzle less than the wall where the prisoner Raleigh strolled and waved to his men aboard ship in the Thames. You lean on the wall and try to guess where *his* hands would have rested when *he* leaned there. You cross Southwark Bridge, and at the other end you lean over and with a faster heart gaze down at the spot where the Globe Theatre stood. Dirty buildings and noisy trucks cannot destroy the thrill of knowing that you are on Bankside. Ahead you seek for the site of the Tabard Inn. And that night you attend the play at Drury Lane Theater.

On the next day you cross Westminster Bride and pause to remember Wordsworth. On past the Parliament Buildings, on to Westminster Abbey. Once there, you hurry almost unseeing through the great church littered with reminders of the past famous, for you seek that one strange place which may well be considered the center of all the English-speaking world—the Poets Corner. Under your very feet—Tennyson, Browning. In the wall there—Chaucer. All about you—the bones and perhaps the spirits of the dead singers. And a few yards away— the tombs of queens, the Coronation Chair and the Stone of Scone.

But London is not England, and you must move on. Northward, circling toward the west, you come first to Oxford. The Bodleian Library. The Cherwell. But mostly you walk among the colleges—down the High to Magdalen and back, stopping longest in Christ's where, in a room throbbing with silence and eternity, lies the marble-white body of Shelley, cast up on the shore of Time.

On northward to Stratford, where the Shakespearian Festival is in progress. A matinee and a night performance give you *Romeo and Juliet* and *Macbeth* in the Memorial Theatre. Between acts you step out upon the balcony and stare down at the swans upon the Avon and at the spire of Holy Trinity Church beyond the trees.

Brushing the edge of Wales, you go on to the Lake Country. At Bowness on Lake Windermere you climb to the top of Orrest Head and study Cumberland and Westmorland spread below. From Keswick you climb Skiddaw, probably by the same path up which Keats trudged in his disastrous fight for life.

After a night in Glasgow, you take the steamer at Balloch Pier and traverse the length of Loch Lomond on a day of sun and rain, Ben Lomond almost hidden in the midst. At Inversneyde, while waiting for the bus to take you to Loch Katrine, you stand for awhile beside the waterfall where Wordsworth met the subject of his "To a Highland Girl." The weather is clearer as you cross Loch Katrine, and the Rob Roy country takes on a golden glow in the late afternoon. Almost too late for a snapshot, you discover that the little wooded island you are passing is Ellen's isle of *The Lady of the Lake.* As the boat pulls in to the pier near the Trossach's Hotel, the spasmodic churning of bagpipe notes is faintly to be heard.

To Stirling for the night, and then to Edinburgh. The Castle. Princess Street. On a bank holiday, a Scotch friend drives you over the Scott Country, pulling up at the roadside to show you Sir Walter's favorite view. And, getting out of the car, you stand at the spot where his horse in his funeral procession paused from custom and turned as if to give her ghostly master one last look across the countryside.

Down the east coast of England, you pass through the cathedral towns: Durham and its cathedral and castle perched high above the waters of the Weir; York, with its gray Minster and ancient city walls; and brown-stoned Lincoln, with its crypt for Chaucer's little St. Hugh.

At Cambridge, your three-weeks course is beginning, and you install yourself in your rooms in King's College with windows looking across the quadrangle to King's Chapel, the glory of all Cambridge, and across King's Parade to Great St. Mary's Church. There are lectures, of course, but much of the time you spend in paddling or punting on the Cam, down the river past St. John's and Trinity and up the river to Rupert Brooke's Grantchester, with its aged church and the simple war memorial inscribed, "Men With Splendid Hearts." And a little farther on you come to Byron's pool.

On your return to London, you still have a week until your boat

sails. So off you go again, this time on a tour of Southern England. First, to Salisbury, and on a gray morning you ride past the white ruins of Sarum to Salisbury Plain and stand dreaming by the huge rocks of Stonehenge. On the return trip, you catch, through the rain-splashed window of your bus, the name of a small town: Almsbury. It is tantalizingly familiar; and then you remember: It was in Almsbury that Queen Guinivere entered a nunnery.

On to the west, and you pause briefly at Bath for signs of Beau Nash and the Romans. Then you proceed to Bristol and to the one center of interest for you—St. Mary Redcliffe, with its memories of Chatterton. In the churchyard you find only a worn statute of "the marvelous boy" but wander about among the tombs, and, noting dates of deaths and births, try to guess who had known him during his lifetime and what they had thought of him.

To Exeter and a band concert on the hilltop crowned with the crumbled red stone of Rougemont Castle, and then back to Southampton through the Wessex of Hardy and through the New Forest. Finding there is yet time for one more short bus trip, you go this time to gaze at the Round Table hanging on the wall of the castle at Winchester.

Another week at sea, and you have finished your most worthwhile "course." You have, to be sure, missed many things you should have seen—Canterbury, the Highlands, the Burns Country, Glastonbury—but study will patch these empty spots. And perhaps some other summer—

And a week later—school.

But now for you the literature text has become a memory book of personal experiences; and the composition text, suggestive of a language too fascinating to dwell upon grammatically only. A map of England now hangs on your classroom wall, and, when alone, you gaze at it close up, lovingly, as if to penetrate distance by proxy somehow and to see again the green dampness of Helvellyn and to hear once more the air that "broke into a mist of bells" at Cambridge.

But you can and should relive it all constantly in your classses. And, when you remark with studied casualness, "Today I'll pass around a snapshot I took of Kenilworth Castle," and fumble for it in the depths of your brief case, you will know that your students are looking at you with something of the feeling of that poet who exclaimed,

"I met a traveller from an antique land. . . . ."

BOYS WHO GET IN TROUBLE

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ADDED light on causes of juvenile misconduct is being given by a fact-gathering program of the Detroit Police Department's Crime Prevention Bureau. Studies of all boys with whom the police deal because of complaints reveal that a surprisingly large number of offenders come from "good" homes in "good" neighborhoods. Neglect by parents or complicating conditions in the home loom as of critical importance in many cases.

Before considering any of the detailed findings, however, the reader will want to have facts about the data so as to to be able to judge their reliability. In August, 1946, the Crime Prevention Bureau developed a "history sheet" to be used by police officers and detectives specially selected to deal with boys in trouble. This sheet, designed primarily to assist the police in making the wisest possible recommendation in each case, called for a wide assortment of facts and opinions regarding the boy, his family, the neighborhood, recreation, and other activities. Recognizing that analysis of the facts by statistical methods might yield insight into various cause-and-effect relations, the data on these sheets were coded and punched on IBM cards.[1]

For many items of information, the reliability is reduced by the fact that they represent the subjective opinion of regular policemen. Thus, for example, the adequacy of a family's income is judged by police officers who are used to getting along on the rather low salaries of policemen. Similarly, rating of the neighborhood, family attitudes and other imponderables is made by these men.

[1] The design and development of the fact-gathering program was largely the work of three men: Inspector Sanford Shoults, Lieutenant Ralph Baker and Sergeant Francis Davey. At the time, Dr. Howard Lane, now of New York University, was a psychological consultant to the Police Department.

Compensating for the inevitable weaknesses introduced by these procedures is the fact that the information is being gathered on *all* boys whose deeds bring complaints to the police. This is significant because almost all other delinquency statistics in the past have been based on only those youngsters who reached the juvenile courts. Among such courts cases there is a very high concentration of boys and girls from underprivileged areas. Police officials and sociologists have suspected that this concentration resulted in part from the ability of more favored families to rescue their children before court action was necessary. Police officials and court workers quite wisely release many children to their parents when they feel that the home and neighborhood constitute a favorable environment.

On the other hand, thanks largely to the brilliant pioneering work of William Healy of the Judge Baker Foundation, many students of delinquency believe that juvenile misconduct is often a symptom of poor family functioning and of personality maladjustment. Such defects are by no means confined to people having low incomes. Poor folks can be good parents; well-to-do parents can be selfish and hostile.

The Detroit figures verify the accuracy of these suspicions. Of the 2,137 boys examined in the initial pilot study covering the last five months of 1946, only approximately one in ten was brought into court. Two of every three were released to their parents by the police in the home precinct.

The entire group of over two thousand boys did include large numbers who came from well-favored home. In approximately 80 per cent of the cases, police officers judged the family income to be "adequate." In ten per cent of the cases, however, this adequacy was attained at the expense of both parents working. The officers, who were very familiar with the city, rated as "poor" the neighborhoods of only one-quarter of the group.

These figures do not mean that poverty was completely eliminated as a causal factor in delinquency. They do indicate, however, that other factors were operating. That many of the boys lack economic advantages is indicated by the fact that only two families in five possessed automobiles; that is a low figure for Detroit. On the other hand, the officers found 70 per cent of the boys possessed recreational equipment comparable to that of other boys in their neighborhood. Thus, a direct economic pressure was not a major factor in most cases.

What were the significant factors? The outstanding one was parental neglect or indifference. In less than one-twelfth of the cases did parents regularly take part in the recreational activities of their sons. In some cases, where families had been broken or where both parents had to work, objective obstacles existed. By comparing percentages based on general population statistics it was possible to work out very rough indications of the influence of specific conditions. Thus, the death of a boy's mother approximately doubled the risk he would get into trouble. Loss of a father or the breaking of a home by separation or divorce (which also deprived a boy of his father) approximately tripled the likelihood a boy would meet the police.

The significance of parental attention was also highlighted by figures on size of family. The larger the family the more likely a boy would get in trouble. This is probably due to the fact that the parents had less time to give to each child and also had more difficulty earning sufficient money.

Evidence of more subtle psychological factors was also uncovered. For example, it was found that boys from families where there were both brothers and sisters were much less likely to be involved in sex offenses. Apparently, relationships among brothers and sisters are a factor in good sex adjustment among young men.

Another clue to deep-lying psychological mechanisms was found in another statistically reliable relationship between family patterns and the offenses charged against the boys. In families broken by divorce or separation, boys were more likely to be picked up for being drunk or for being in gambling or disorderly houses which were raided. The drunkenness involved in such cases was extreme. Boys generally come to police attention for this offense when they are so inebriated that they are abandoned by their friends and need hospitalization. The connection between broken homes and juvenile sottedness appears strongest in good neighborhoods. Studies now under way but not yet reported show that presence or absence of sisters in the home is a factor in such cases.

Such relationships require more detailed study by clinical methods. This fact brings us to a final evaluation of the Detroit statistics. All concerned with them have felt strongly that statistical methods in psychological areas are of limited usefulness. We have no intent of claiming definite answers. We do believe that we have isolated rather specific relationships whose meaning and significance can be probed by other methods.

The results published thus far[2] represent an initial plot study. Further research is in progress as part of a cooperative program through which police officers hope to reduce the incidence of juvenile misconduct.

Delinquency is a highly complicated social phenomenon which can be combatted on many fronts. Parents, schools, policemen, social workers, recreation leaders, psychiatrists, and even statisticians can each aid in solving it. It is the duty of each to do what he can.

[2]The first report, "Boys in Trouble, 1946," may be secured by writing to Commissioner Harry S. Toy, Police Department, 1300 Beaubien, Detroit, Mich.

MAJORITY RULE—MINORITY PROGRESS

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THE DEMOCRATIC leaders of late eighteenth century America were much better students of political science and of history than we generally realize. And they were not content merely to pay lip service to their political convictions, but fortunately for us, they practiced them—dramatically.

When a few of the "Federalists" and practically all of the "States Rights" men throughout the colonies insisted that ratification of the newly drafted Constitution be predicated upon accepted amendments guaranteeing the free exercise of minority rights, they then and there insured progress, infinite progress, for the young Republic. And the story of that —our—progress is the story of all progress.

Here perhaps we can accentuate our thesis with a familiar gem of wisdom: "The eternal threat to democracy is in the people who occupy places of leadership but will not lead." Isn't this just another way of saying that the majority is by no means always right? In fact, Mr. Shaw, THE Mr. Shaw, an able artist of the passing parade, goes so far as to say that quite the contrary is true. But whether we agree with him or not, we must admit that practically all popular leaders are, and with notably few exceptions have been, unwilling to jeopardize their always tenuous popularity by even a brief adventure into the limbo of "lost causes." Let us look at the evidence of history and see whether it contains enough tragic truth to validate our thesis.

In the Old Testament the voices of the Prophets constantly are raised against the popular indulgences of their days. Those men were the minority leaders, the progressive thinkers, the unpopular reformers of their times; and their common sense counsel, although largely unheeded by the majority then, is as sound today as it was three thousand years ago when David and Solomon ruled. For in the last analysis, can the highest political ethics ever be separated from the highest moral concepts?

It was the fifth century B. C. that produced one of history's most remarkable personalities, Socrates —sociologist, psychologist, reformer—whose "questions were a constant battle against ignorance." But the conservative citizens of Athens, alarmed, accused the great man of "teaching disrespect for the gods and goddesses and making false statements about the universe." So ignominy and calumny were heaped upon the aged man, a trial was held, death was the verdict. The majority ruled. But rare today is the individual who can name one member of that majority, one member of that prosecution, one member of that jury responsible for that historic miscarriage of justice. Conversely, history and posterity have enshrined the name of Socrates with the dignity of the great.

Just one hundred twenty-five years before the birth of Socrates, in the year 594 B. C., the citizens in old Athens elected a new archon (judge) who was destined to be immortalized as one of the "Seven Wise Men of Greece"; his name was Solon and he is responsible for what truthfully may be termed the first "new deal" in history. For too many years Athenian laws had been too favorable to the wealthy and privileged class of citizens, causing growing discontent among the ever-increasing, overburdened and impoverished "proletariat" of that early date. In fact, catastrophe in the form of revolution threatened the beautiful city-state. Solon met the crisis head on. Reform rapidly followed reform. And simultaneously he became the target for the most venomous verbal attacks from the majority leaders of the ancient city, who, besides playing upon the prejudices of the masses, seized every other opportunity to thwart the reform program. Of course they succeeded. Solon, returning from an extended absence from Athens, found the old regime reestablished. Disappointed in his countrymen, he gave up further attempts at reform. Again, how many of our readers can name just one of the thousands of that majority who repudiated Solon to support the demagogue, Pisistratus? But through the long succeeding centuries the name of Solon has survived, and today, some 2500 years later, it still signifies "a just and wise law-giver."

A little later in history we find that the successive political leaders of ancient Rome during the era of "bread and circuses" shone resplendent as they rode to the plaudits of the idle mobs. But what happened to the Gracchi brothers whose attempted reforms could have staved off disaster for the Roman Republic? When Tiberius Gracchus while Tribune in 133 B. C. attempted to give the poor classes a Roman "new deal" through his proposed (and badly needed) land reforms, he was killed in a riot. Nine years later Caius, his brother, became

Tribune; his brave efforts at reform, also balked by the powerful patricians and their misrepresentations, ended in thorough disillusion climaxed by suicide. The majority ruled—to the shame, to the degradation, to the utter demoralization of the one mightiest of all republics.

So we arrive at the first Christian century. It is the year of the great census, the twenty-seventh year of the rule of Octavius Augustus, first Emperor of Rome. And word of the imperial decree even now is being carried by special couriers to the farthest boundaries of the Empire: All are to be enrolled. The populace is excited, so we pay no attention to the vague rumors emanating from the eastern provinces. Why should we bother? Of what possible concern is it to us—this story about the birth of a rival king? Besides, didn't someone report that the Royal Governor out there (Herod, isn't it?) is taking all necessary steps? Forget it. There will never be a rival king to Caesar! But there was. One who became the greatest reformer, progressive, and minority leader of all time—The Master Teacher. But the "interests" of His day, representing majority rule, looked askance at the simple democratic ideals beginning to be practiced by His small following. The rest of the story is well known: The majority ruled. But how many of them had heard the "Sermon on the Mount?"

History seems to show that the "frontier" ideas propagated by the minority leaders and reformers among any given people at any given date generally are unwelcome and remain unacceptable for some time. Experience indicates that the majority cannot be led over the "new paths" by the social and political pioneers; these must look inevitably to posterity for recognition through the ultimate widespread adoption of those things for which they lived—and died.

To tell the later story of the Church and of the minority leaders responsible for the Reformation is to repeat the pattern. How many of us in this twentieth century can identify any of the members of the Courts of Inquisition? But today in every city and town and village in every Christian country we see the tall symmetrical spires symbolic of the lofty ideals of Luther, of Calvin, of Knox, and coming down to the eighteenth century, of that other great minority leader, Wesley.

As we hurry along through the pages of history the evidence mounts. Every American high school boy and girl knows that the American Revolution, a prelude to the cataclysmic French upheaval, was initiated, supported, and carried to a successful conclusion by a very small minority group of determined, impatient progressives—rebels though they were. And those personalities, both great and grotesque, who were responsible for creating the First French Republic never, at any time, spoke or acted with the support of a majority of the French populace—not from the convening of the Estates-General in 1789 to Waterloo in 1815.

And what about "Liberty! Equality! Fraternity"? Just what was the origin of this simple revolutionary slogan symbolized by the bits of tricolor? Perhaps the answer is to be found in Chateaubriand's well-known quotation: "The French Revolution was accomplished before it began." True enough. The small group of international revolutionists diligently had paved the road: Locke, Rousseau, Montesquieu, Voltaire (Arouet), and some of the Encyclopedists—it was their writings, their new ideas that had conditioned the minds of enough of the literate minority in late eighteenth century France to make the achievement possible. And all the political and social ideals contained in the writings of this small group of intellectual reformers found dynamic expression and perpetual fruition in three simple words.

Shall we read on? Let the facts speak. In America it was a minority group who could not find sufficient justification, either moral or material, for our war against Mexico, for the continued existence of slavery, for our war against Spain, for our refusal to support Wilsonian ideals and to join the League of Nations. It was a minority group who first campaigned for such democratic controls as the initiative, the referendum, the direct primary, the recall. It was a minority group who first sponsored the direct election of United States senators, the conservation of our dwindling natural resources and the national nominating convention. It was a minority group who first proposed the income tax, the organization of labor, the emancipation of women, and the eradication of child labor. It was a minority group who pioneered producers' and consumers' cooperatives. It was a minority group who forced governmental action to eliminate the more flagrant abuses prevalent in the public services: in the railroads, in the utilities, in the stock and commodity exchanges. It was a minority group who fought for civil service reform, as well as for the entire realm of social legislation, in state after state and in the Federal Congress. It was a minority group who forced some semblance of protection for consumers through the enactment of pure food and drug laws, insistence upon correct labeling, content identification, and meat inspection. It was a minority group who demanded a monopoly control. And today it is a minority group who lead the battle to win peace through adequate and equal educational opportunities for all the people throughout the world.

In twentieth century Europe it was the minority leaders of the "underground" who waged the ceaseless and seemingly hopeless struggle against totalitarianism.

They were the secret silent sentinels of democracy. And they were legally dead. But they lived. In Germany and in Italy the majority voiced thunderous applause for the "leadership" of those who would turn back the clock of progress. The majority ruled—and some survived. What about these? Embittered, exhausted, crushed in the dust of their making, what thoughts do they have of their experience in majority rule—WITHOUT MINORITY RIGHTS? Beware, America.

"For myriads have been
In love and hate,
Have jingled coin,
Exalted puny pride.
Tell me: Who were they?
Where do they abide?"

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
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On Guidance, Discipline and Growth

Sometimes I think that my good ideas are not very original and that my original ideas are not very good. But occasionally an idea that I have had is more or less confirmed as good. Then it does not matter whether the idea was original with me or not.

At the Atlantic City Convention of the American Association of School Administrators a discussion group reached practically unanimous agreement on some things that have been parts of my philosophy of guidance for a considerable time. Most of you are familiar with some of them. They might be called Principles of Guidance. I am going to discuss two of them.

1. *Discipline and guidance functions do not mix in dealing with high school students.*

My comment on this:

I would insert the word "readily" before "mix".

The dean of girls should not have to be responsible for discipline; neither should the director of guidance. But the principal is responsible for both guidance and discipline. In many instances he must make decisions in both guidance and discipline, because under some circumstances decisions of other faculty member are subject to appeal and review by the principal, just as in some cases the principal's decisions are subject to appeal and review by the superintendent of schools whose decisions may be subject to appeal and review by the board of education. In other words, the principal must function in both guidance and discipline. This applies to the elementary principals too.

Teachers are guidance workers. In fact, not many years ago before guidance had won the accepted place of importance which it now holds, it was not unusual to hear from teachers and principals a statement something like the following: "There is no necessity for a guidance program because all teaching is guidance."

The answer to that statement is that although all teaching is guidance, teaching is not all of guidance.

Every successful teacher in both the high school and the elementary school does a great deal of guidance and must also deal with many problems of discipline which never come to the attention of the principal.

2. *Succesful guidance is largely a matter of understanding pupil growth and development, physical and mental.*

My comment on this:

Understanding is important, but there is no such thing as mass understanding of pupils or pupil growth and development that can be applied successfully to individual cases. Good educational guidance is based on a sincere and sympathetic endeavor to understand and to treat pupils as individuals. In guidance there must be few, if any, general rules of procedure that apply to all students.

There is a difference between Principles of Guidance and Rules of Guidance. If a school adopts Rules of Guidance no rule should be so inflexible that its enforcement will result in detriment to the student. A situation should be rare indeed in which a student is told that an adjustment cannot be made in considering his problem because there is a rule against making such an adjustment. An important principle of guidance is that adjustments or changes will be made provided such adjustments and changes are for the best interest of the individual student and will not result in detriment to other students. Principles of Guidance are more important than Rules of Guidance.

The most important person in a guidance program is the individual pupil, and that is true in any grade from the kindergarten through the senior year of high school. Effective guidance and the results of good guidance are just as individualized as learning to read. The class does not learn to read as a class; it is the individuals in the class who learn to read.

A major purpose of guidance is the improvement of the educational and social welfare of the boys and girls. All guidance workers, including classroom

teachers, should recognize the fact that very few pupils, or other people either, want to be improved. People want to improve; they rebel at being improved. A danger in guidance is that the guidance worker may give the students the impression that their problems are "case" problems.

The most important thing a teacher in the kindergarten, subprimary, or first grade can do is to make the children happy in school. The power of retaining students in high school is measured to a great extent by the degree to which the boys and girls like the school. It is axiomatic that if a boy or girl does not like the teachers he or she does not like school.

Teachers and other school people who accomplish worthwhile things in educational guidance, work more as helpers and not so much as arbiters. Their function is not so much to make decisions as to assist boys and girls in making wise decisions for themselves.

ARE SUBSTITUTES UNQUALIFIED?

MYRTLE MANN GILLETT

OUR "Unqualified" Substitute Teachers. What do these critics mean — "unqualified" teachers? Let's be sure of our judgments when we apply that epithet to all of our substitute teachers. They are a fine group of men and women.

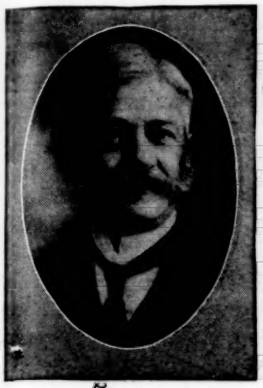
Webster gives two current uses of the word *qualified.* 1. fitted by accomplishments or endowments for certain purposes; competent, fit. 2. Having complied with specific requirements, or precedent conditions for an office, appointment, or employment. These two meanings are in a sense, contradictory. The first would seem to include only fundamentals and as applied to teachers would cover endowment, the real reason, and his accomplishments (in all probability these latter are the result of the endowment. On the other hand, the second covers, largely anyway, externals—requirements formulated by one set of human beings to impose upon another group of human beings whom the first group would use for its own purposes. The first definition might well be considered the most desirable, since it woud be based on native and probably unalterable talents. The second definition describes a condition which would lack the inevitability and approximate perfection and permanance of nature's work. Perhaps few human beings are really wise enough to be sure, in advance, what qualities other human beings should have to do specific tasks as well as they can be done. This would especially be true of teaching, since teachers and children are both more than complex machines.

To find out whether or not teachers are "qualified" in the second sense is relatively easy: the conditions laid down specify merely the obtaining of "credits" (based on "courses") and certification, based on the "credits." In view of the constant complaints of supervisors about the incompetence of "qualified" teachers, maybe this isn't after all such a good way to measure qualifications. That is, all teachers who "qualify" (definitions 2), and thus have met the conditions set up, do not turn out to be satisfactory teachers even in the eyes of those who made up the conditions.

Teachers' training schools can and some of them do (for those students who have endowment) provide the knowledge teachers need, and help the able ones develop their abilities. But from the regulations of some state departments of education, and those of many of our school districts, no one can be sure whether a certified teacher is qualified (definition 1) or only "qualified" (definition 2). If the conditions set down for "qualifying" are really good and useful we may get good teachers. Yet many intelligent students complain that they get through "teachers' courses" unwillingly, and "merely to get it over with" since that is the only way they can get a certificate.

Most educators are aware that even in first-class colleges—arts and sciences too—it is sometimes the parrot-learner who gets the best marks. Moreover, at best, good marks in courses do not necessarily mean that the student has brains or will be a good teacher after she has "qualified". It is often true that what made the good teacher good was born in her, that what she has learned and uses she learned by her own own efforts and not in a classroom as a student. We might well remember that good teachers, perhaps better teachers than are turned out today in mass by teachers' training schools, lived and taught before educationism was ever dreamed of.

It is about time the school heads and the public realized that the substitute teacher is not for that reason inferior to the teachers regularly "qualified" by "credits". She may even be superior; she may and very often does (just as do the regular teachers) have the divine



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gift for making children learn and want to learn. No college, no normal school—not even the best—can create endowment or real character. The best either can do is to help the student find his gifts and learn to use them. The fact that a substitute is often brutally told that she is merely being tolerated is suspect. Some of the underpaid substitutes may be weak, but so are some of the regular teachers, but not because they are not "qualified" (definition 2) but because nature made them that way.

Substitutes are justifiably dissatisfied with substitutes' meager pay when they do as good work as, and sometimes better work than, their "regular" colleagues, and it would look as if the constant reminder that they are unqualified were intended as justification for the underpayment. Even those who have proved by years of experience that they *are* qualified (definition 1) are not exempted from the insulting judgments.

To choose teachers by the "credit" system is easy on the school heads, requires no particular intelligence or judgment, no keenness of perception, no knowledge of people. Moreover, by this method they need accept no responsibility for their own poor judgments. The school heads simply "pass the buck" to the teachers' colleges and between them they arrange for the state to make the method legal and perhaps the one and only method of accrediting teachers.

Superintendents thus need no longer to be gentlemen and scholars, with noble ideals, great humanity, and spiritual resources. They have made all decisions so "objective", and so impersonal at times, that they themselves need only to act as glorified clerks, and, by using a set marking system, do a minimum of brain work. After teachers are established in a school system, check-lists of other "qualities" purporting to show teachers' growth keep the whole matter of advancement on the same "objective" basis, where teachers' talents are of no importance—only "courses" in or out of service (the former likely to be given by the pets in the system.)

Our "qualified" (definition 2) teachers may, of course, be eminently qualified (definition 1) but only because they think straight (speak clearly and logically.) But why is it that some of these consider it wise to hide their native gifts from the school heads and do lip service to the gods of educationism? Many of the best teachers carry on a dual teaching life—they teach when unobserved as they see fit and get results, while apparently acquiescing to the prescribed or "sugested" fads.

It isn't that school heads are innately stupid, but so many of

them are completely hypnotized by words or are dominated by superiors who are. It sometimes looks as if the men and women in school life have had, with all the demands for "credits," too little time to get real education. They have too little real knowledge to make valid judgments about the nonsense they are presented in fulsome "professional" language.

It isn't that some school heads are individual barbarians: individually they are splendid folk, humanly fine. It isn't that they mean to be dogmatic or opinionated: they simply have too little experience to see beyond the immediate present. Too many otherwise good school people have too little acquaintance with the past to recognize the poor imitations of age-old practices that parade in educationese circles for grand and glorious discoveries.

The "unqualified" substitutes stand out sometimes as different because they are not steeped in the psuedo-professionalism which "courses" on education often seem to aim to give. The critic who knows enough might easily see that this lack is not a defect but an asset.

Let's grow up and judge people with our own intelligence, for what they are, not for what someone else tells us they are. Let's grow up enough to want to be fair.

The Answer Swappers

SESSION FIVE

Planning a Social Studies Program

For the past year and a half, the staff of the Glen Ridge Schools has been at work on the revision of our social studies program. The first step in this revision was a curriculum workshop in which all elementary teachers, all high school social studies teachers, representatives of community Home and School Associations, and interested parents participated. Meeting weekly from January to June 1946, this group mapped out the objectives for our program. During the summer, a steering committee of parents and teachers at all grade levels was set up. At subsequent workshop meetings, subject matter was allocated according to grade level. Next, committees were set up to consider approved methods of study, audio-visual material, community assets, teaching aids, evaluation, etc. Parents and teachers volunteered for the committee in which they were most interested.

The result of our work is "A Continuing Program of the Social Studies", which went into effect this fall. The new program emphasizes the attainment of objectives by pupils in basic skills and abilities, in broad understandings, in fundamental attitudes of good citizenship, and in social behaviour appropriate to citizens of democratic government.

Subject matter themes are assigned to each grade as follows: Kindergarten and Grade I—Home, School, Community; Grade II—The Community beyond the child's present environment; Grade III—(a) Extending the concept of the community, (b) The Solar System; Grade IV—Life in markedly different physical environment; Grade V—Influence of discoveries and travel upon living; Grade VI—Development of inventions, agencies and tools of civilization; Grade VII — History and Geography of the Americas (Emphasis on geography); Grade VIII—Lands, resources and peoples of the rest of the world (Emphasis on geography); Grade IX— History of Contemporary European civilization; Grade XI—American political and social history; Grade XII—American economic history and government.

Our plan was worked out in collaboration with the late Dr. Roy W. Price, Professor of Social Studies and Education at Syracuse.

JOHN P. MILLIGAN
Supervising Principal,
Glen Ridge (New Jersey)
Public Schools.

Community School Fair

Building a friendly relation ship between the elementary schools of the rural districts and your town or city high school is easy through the use of the annual school fair, says Supt. C. M. Swenson of Clarissa, Minnesota.

Starting as an experiment several years ago, the school fair, in which pupils and teachers of the "little red schoolhouse" take part, has grown into a huge community project, reports Mr. Swenson, and for the day of the fair, Clarissa, a town of 600 is usually jammed with people from miles around.

The school fair plan is relatively simple. Clarissa businessmen, with the Clarissa Grade and High Schools, sponsor the fair, while the children of outlying districts take part. Students at the Clarissa school take no part in the fair, other than to act as hosts for the day.

The fair usually enters its first stages of planning in the fall, when Superintendent Swenson meets with the teachers of the rural schools. At that time they set up a tentative list of projects in which there will be competition, and which may be worked upon during the school year.

As the first week in May approaches—the date of the fair—teachers of the local school with Mr. Swenson make the arrangements for the contests of the day, as well as the entertainment.

Last spring the teachers and students brought their exhibits to

the Clarissa school early in the morning. There they were classified and then placed in the windows of business places of the town. Projects upon which there were competitions in the dozen rural schools included handiwork, sewing, penmanship, health posters, and a number of other items such as wood and soap carving.

At noon a group of impartial judges made their choices and placed the prize ribbons on the winning entries.

Events of the day included a free movie at the local theatre for all children, a parade led by the Clarissa High School Band, races of all kinds, free pop and chocolate milk, as well as baseball games and other contests.

Teamed with the school fair to make it a complete day was a carnival in the high school gymnasium in the evening. The carnival was sponsored by the student council and the money raised was used for athletic equipment.

"I'm really enthusiastic about the school fair, especially for towns the size of Clarissa," said Superintendent Swenson. "The students, teachers and parents of the rural schools feel that our large school is trying to help them, and it does everyone a lot of good to meet this way once a year and establish friendly relationships."

Usually, rural students about to enter high school, will choose the Clarissa High School when the fall term starts, because of the friendship shown while that student was in the rural grade school, Mr. Swenson pointed out.

"There's a feeling of good neighborliness built up in the entire community, too," he said. "The businessmen and residents of the town join with their country neighbors for a day that does everyone a lot of good."

GEORGE F. ETZELL
Clarissa, Minnesota.

Watching the Press

One of the objectives of the senior English 8 course at Denby High School is to learn how to become a well informed person. To accomplish this objective, a unit has been planned that calls for the introduction to and evaluation of outstanding informative magazines and newspapers, the best lectures being held in the community, and radio commentators.

During the project each pupil makes a study of a newspaper columnist. This study consists of reading one columnist for a period of a week, looking up his biographical background, with the idea of finding out why the columnist thinks as he does. A report is then given to the class. In this report, the pupil attempts to make a critical analysis of the columnist's politics.

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The class discusses and evaluates editorial policy of the local newspapers, investigating the many techniques available to newspapers for distorting or ignoring the importance of certain types of news. In addition, the class has some chance to study newspapers selected from different parts of the country. After the class decides which ones to study, a pupil is appointed by the class to purchase approximately two dollars worth of newspapers for consideration.

When editoral policy and propaganda techniques sometimes employed by a newspaper are discussed, pupils are cautioned to strive to avoid making rash generalizations, the type that teenagers are often prone to make.

A single class period may run as follows: Under the guidance of the class chairman, the class discusses the various ways in which a newspaper may influence public opinion One pupil explains what is meant by "slanting" a headline or a news story. "It means leading the reader astray by using words to prejudice him in favor of your point of view. Now here's an article that says President Truman has made an important decision at last—what type of coat to wear at a dinner party! This is a prejudiced account because it implies that the President hasn't made any really important decisions."

Another pupil presents an example of what he considers faulty reasoning. Someone has written to the Letter Box of one of the Detroit papers, criticizing an article about Russia which mentions some good things about that country. The letter-writer ends by saying, "Why don't you go to Russia if you like it so well?" The pupil comments that this person isn't thinking straight when he believes that anybody who could say one good thing about Russia must be a Communist at heart.

Other students bring out how a newspaper can influence public opinion by the amount of space and the position it gives an article and by the size of the headline. They show, for example, how an article given front-page prominence with good space and a big headline will get more readers and more serious attention than a news item of a few lines with a small headline appearing on some inside page. These students agree that by just such tactics a newspaper can stress the things it wants to play up and bury the things it wants to overlook.

Another student explains a technique sometimes used by a newspaper; that of using a provocative headline that suggests more than the article actually states. He refers to the headline: Truman Advisers Urge Return of War Controls. This headline, the student explains, suggest a return to all of the odious controls of the war, such as rationing. Actually, after reading further, the reader discovers controls were being asked only on the strategic materials and foods—steel, grain, and fuel—materials which are involved in the success of the Marshall Plan in Europe and in the battle of inflation at home.

A text *How to Read a Newspaper* by Edgar Dale is used as source material. As a result of the work in this unit, students learn how to read a newspaper intelligently and get to know the editorial policy of Detroit papers. They become aware, too, that in order to become well informed, they need to read different points of view. They also can much better appreciate the words of James Monro: "A free, virtuous, and enlightened people must know well the great principles on which their happiness depends."

THOMAS CAULEY
Denby High School,
Detroit, Michigan.

Movies and Mental Health

GEORGE K. MORLAN

Every successful method used to control emotions probably involves some shift of attention from the disturbing situation to causes, plans, or the like. The value for mental health of many movies is their diverting our attention from something painful to something amusing or entertaining until we can become sufficiently relaxed to handle the disturbing situation most satisfactorily.

However, as I have pointed out elsewhere, "Shifting attention is an important expedient, but its value is limited to the merit of its object. There is also danger that the relief that comes from distractions may develop into such an insatiable urge that people will do anything to keep from attending to those difficulties that can't be solved except by working on them." *

* "How to Influence Yourself." E. Chatham, N. Y., Berkshire Press, 1944.

If we go to see the movies to get our minds off our troubles, we must not only ask whether the picture is entertaining enough to accomplish this purpose, but also what our attention is diverted to.

In *Riff Raff*, as the title suggests, we again have our attention directed toward corruption, brutality, and the underworld, woven together with a sappy romance of the usual movie flavor. Hollywood's monotonous preoccupation with crime is about as healthful as the preoccupation of True Obsessions with Sin. The dark photography is also an eye strain. Avoid.

Can you guess where our attention is directed in *Out of the Blue?* You guessed it, to a swanky penthouse apartment on Fifth Avenue, or just off "The Avenue." Our attention is diverted to luxury that is unreal and unobtainable for most teachers, and probably unobtainable for brick-layers or hod

carriers. Dwelling continually on a life of wealth beyond our reach—as the movies continually cause us to do—does not contribute to poise so much as to restlessness. There is also a pitifully unreal romance between a beautiful girl and a bachelor artist who lives in another penthouse apartment. In spite of these hackneyed weaknesses, there are many clever lines and amusing situations, and the story as a whole is superior entertainment. From the standpoint of mental health, deserves a grade of B, plus.

Exposed is another neurotic mystery. Even for the calloused mystery addict who has built up a resistance to the "happy" influence of murder, there is little he can enjoy in this story. It is so inept, he cannot very well be carried away by who done it. And for those who are addicts, there is a brutal fight in which two men kick each other in the belly, try to break each other's legs and necks, throw tables and chairs to smash each other's heads. These scenes of brutality are supposed to give you an emotional lift. For the honest business man, there is also the delightful suggestion that if your partner has been embezzling funds, you may be murdered. For the harassed school teacher there is the sweet thought that some of the students under our care will become plug uglies like the character called Chicago. Avoid unless you are suffering from the fuel shortage. If your home is unheated and the temperature is below zero, the warmth of the theatre may be relaxing. The picture won't be.

The films available to this reviewer the last few months have only rarely directed the attention of audiences to problems that can't be solved except by working on them. *The Treasure of the Sierre Madre* is one of those rare treats that come out of Hollywood. It is an amazing film, packed with fighting, killing and brutality, but like *Crossfire*, the story has meaning that lifts it out of the class of sickly, neurotic violence into great art that is mentally healthful. The story portrays what happens when men who have a sense of fellowship and generosity go after gold, and how greed debases and degrades. There is also the healthful reminder that all are not degraded. Some remain decent and generous, and when they lose all, they don't become bitter. *The Treasure of the Sierre Madre* is a tragic story, but there isn't any wallowing in misery for the joy of being miserable that characterizes neurotic art. Don't miss. Rates an A.

On the same program with *The Treasure in the Sierre Madre* was a killer-diller based on the infantile Dick Tracy comic strip. In *Dick Tracy Meets Gruesome*, Tracy overcomes all, but you won't feel any greater courage for having seen this piece of intellectual slobber. The picture affords no understanding and little entertainment. F-.

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A NORMAL SCHOOL IN MEXICO

ANN SCARLETT COCHRAN
Morris Brown College
Atlanta, Georgia

A MOST challenging approach to the problem of functional education is to be found in the program of the Palmira Normal School in Mexico.

In a visit to this institution during the summer of 1947, a group of American teachers were given first hand knowledge of the processes employed in preparation of teachers for rural elementary and secondary schools of Mexico.

The Palmira Normal School with approximately 200 students is in a rural setting, so that students may carry on practices common to communities where they will teach. It is co-educational with a majority of girls. The training is from 1-3 years, the best students being kept for the third year. Enrollment is limited to those who have completed the sixth grade, but students from the fourth grade are admitted, if they show promise in common sense and leadership.

This normal school is a partially self-supporting boarding school. The Federal Government pays all the expenses of students in the normal schools, including the cost of clothing, food, shelter and medical attention. Students are also given four pesos per month for "spending change".

The faculty consists of: a director, a physician, a woman in charge of boarding students, an agriculture teacher, a teacher of education courses, instructors of general subjects, shop teachers, a physical education director, and clinical assistants.

The main building is a somewhat modern, clean, comfortable one divided into four sections—one for living quarters for the girls, another for boys, a section used for kitchen and dining room and another for class rooms. There are workshops for wood work and leather industry, as well. Bake shops and chicken coops are on the grounds.

We were impressed by the fact that the students raise and prepare all the food that they eat. We also admired the enthusiasm shown by teachers and students.

The curriculum includes, in addition to education courses, Spanish, health, agricultural practices and trades. The rural teacher must be capable of utilizing the rural environment for cultural purposes and of relating his formal school program to the daily habits and labors of the people. He must knew the aims and purposes of the Federal Government and must be able to interpret current social and economic problems of Mexico in terms of the part that the village schools are to play in solving them.

The striking feature of this institution lies in the fact that it is in reality a field laboratory in rural re-construction. The students go into the surrounding communities on campaigns on health, literacy, agriculture, etc. They are taught to take advantage of native resources in materials and culture.

This normal school is dedicated to the task of preparing the children of peasants for teaching positions among peasants. After graduation they are considered "wise men", and they return to their communities as teachers.

The graduates are sure to be employed as teachers because they were carefully selected to attend the school on the basis of leadership, common sense and being residents of community they serve. They must be physically and morally strong and have a devotion to teaching. If they display these qualities, they are employed throughout the year for 1 to 2 pesos per day. The school term is 10 months. They attend an institute for one month and they have a vacation for a month.

The work of these teachers is evaluated by government agents in terms of what the school is doing for the community, what is being done during school hours, and the up-keep of the buildings.

Rafael Ramirez, one of Mexico's great school men, is insistent that "we are more interested that our population be cultured, taking the word in its precise acceptance, than that it should be learned".

This is the essence of the philosophy underlying the Palmira Normal School program.

Through the work of the cultural missions, which are headed by Bonilla, the graduates of this school get further in-service training which enables them to perfect many of their skills.

The program of the Palmira Normal School has many implications for teacher training institutions in our country. It is cutting across formally well accepted traditional policies and practices in teacher education in the United States and other countries, and is going directly to the roots of the problems of Mexico in health, illiteracy and ways of making a living. In attacking major problems directly these their program is truly functional and has many features that could be well adopted by teacher training institutions here and elsewhere.

TEACHERS CAN IMPROVE THEIR STATUS

ALDEN J. CARR
Lyndon Teachers College
Lyndon Center, Vermont

PERHAPS no phenomenon in the history of education exceeds in interest and significance the current effort on the part of teachers to achieve a more desirable status both in the world at large and within the profession itself. That this movement has largely been forced upon teachers and school officials by the shortage of adequately trained instructors and the meagerness of most teachers' salaries in the face of rising costs does not lessen its importance or its import. Not only is the unrest among teachers directed at such tangible factors as salary schedules and working conditions, but there is also evident dissatisfaction with the place of the teacher within the educational scheme itself, with the arrangement which makes trained and experienced teachers, in the last analysis, mere employees. Who can say but that in the end this phase of the changes in teaching may prove of far greater significance to the profession and to education than improvements in salaries and working conditions, desirable and necessary as these are?

Of great significance, for example, is the noticeable desire on the part of many teachers to have something to say about the basic policies of a school system or of a particular school, to have a share in the control of the educational success, to have a respected and heeded voice in establishing curricula and in making countless decisions, large and small, on matters vital not only to the conditions in which the teacher works but also to the educational processes themselves. That this desire should appear is not amazing. Teachers in general have become as well educated as administrators; they have developed through years of thoughtful experience philosophies and understandings and attitudes which make them as competent to consider and determine policies as executives; they have in many cases learned, as Emerson advised all men to do, to trust themselves and to believe that their convictions are as sound and as worthy of respect as those of people in "higher positions." Nor is this movement undesirable. Teachers should be able to bring to the consideration of basic educational problems a perspective different from that of administrators and, in some respects, better. Certainly they are in a position to add something to the quality of educational planning which could in the end greatly elevate the whole tone of education.

To some extent there has been progress in this respect. In more and more school systems teachers are being consulted in these matters. Their committees investigate and report their findings; these reports are discussed in open meetings; their conclusions are respected and sometimes followed by administrators and school boards.

Yet in some ways this progress is more apparent than actual. While it is true that administrators consult teachers, it is also true that they are under no obligation

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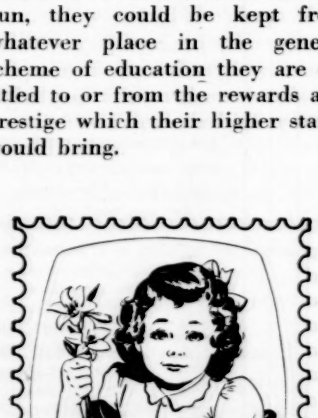
to follow the teacher's advice. The powers of the teacher committees or other groups are but delegated to them by the administrator, who can withdraw those powers when circumstances prompt him to do so. The situation in many instances resembles that of members of student governments, who know that essentially they are only playing at governing, with the exception that the teachers' "play" concerns the lifelong careers of men and women as well as the best education of boys and girls. That this is true has always been regarded as inevitable, for the superintendent's powers come to him from the school board, which in turn receives its authority from the people directly or indirectly. Yet one may wonder whether, as the time nears when all teachers will be the high-minded and professionally expert educators that the best ones are today, the legal relationship of the teacher and the administrator may not change, whether teachers may not attain a legal right to share in policy-making and planning.

However that may be, it is difficult to consider this subject long without recognizing that one of the greatest obstacles to the achievement of such a status is the reluctance of many teachers to assume responsibility for their decisions and acts. All too often, if a situation becomes difficult, teachers are eager to thrust the matter back into the hands of the administrator, to assert that in the end it is his, not their, responsibility, and to sigh with relief when the tumult and the tribulation falls on his shoulders and not on theirs. At other times, when a new problem arises, a group of teachers is all too likely to sit in wondering uncertainty, to huddle like sheep, waiting for the administrator to show them the way out and to lead them along it. Worst of all, too many teachers have no clear and well-thought-out educational philosophy, no deep-seated convictions which can endure analysis and opposition and by which they are willing to stand in the face of misunderstanding and criticism. It is, of course, precisely because administrators are willing to take responsibility, because they can meet difficult and new situations and problems and make decisions, because they can lead groups which cannot organize and direct themselves, because they often do have convictions, that they have the power and the larger salaries and the prestige.

Thus it appears that one means toward the higher status which many teachers crave lies in the hands of the teachers themselves. Surely there is nothing in the present situation to prevent a teacher or a group of teachers from becoming constantly better informed about education, from developing sound philosophies of education, from formulating, at least in theory, the improved policies and better organization of the educational process which their studies and meditations may make possible, or from taking full advantage of whatever opportunities for practical planning or policy-making may come their way. If enough teachers did these things, and did them regularly, it is difficult to see how, in the long run, they could be kept from whatever place in the general scheme of education they are entitled to or from the rewards and prestige which their higher status would bring.



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The News Digest

OF EDUCATION IN ACTION

Minneapolis Teachers Return to Work

MINNEAPOLIS—The month-long strike of Minneapolis teachers has been settled by a compromise agreement, pledging permanent pay boosts ranging for $20 to $40 a month. The teachers had demanded that their salary minimum be increased to $3000 and the maximum to $6000. The settlement boosts the permanent minimum from $2000 to $2400 and the maximum from $4200 to $4400. The Board specified that regular full-time teachers would receive a $30 a month increase for the remaining school months of 1948. The new permanent scale will go into effect after January 1, 1949.

The board agreed to restore the 1948 budget slash which had precipitiated the strike. The teachers agreed to make up the 19 school days lost during the strike and to give an additional week of service each fall to be used in professional preparation and planning.

Federal Aid Passes Senate

WASHINGTON—Federal aid for high and elementary schools was off to a good start on April 1, when the Senate by a vote of 58 to 22 approved a measure expected to cost 300 millions annually and to allocate this grant to the states in amounts proportionate to their respective needs and efforts.

Each state would receive from $5 to $28.50 for every child of school age, the sums to be determined by a formula taking into account the income of the state and the percentage of that income spent on education.

States whose constitutions permit public assistance to private or parochial schools would not be prohibited from continuing such practices under the proposed law. But an amendment specifically earmarking 5 millions to be spent in helping private and parochial schools was overwhelmingly defeated, 66 to 44.

Economy-minded Senator Byrd of Virginia strongly protested commitment of the nation to so costly a program at a time like the present, when the international crisis makes heavy demands on the country's resources. Friends of the bill were hopeful that the Virginian's sentiments would not be too loudly echoed in the House of Representatives.

Church Teachers Barred From Tax-Supported Schools

Weekday religious classes in connection with public schools suffered a stunning blow on March 8, when the U. S. Supreme Court ruled that religious teaching on tax-supported property violates the first amendment, which guarantees separation of church and state.

The eight to one decision dealt specifically with the complaint of a mother in Champaign, Illinois, whose ten-year-old son was embarrassed and subjected to ridicule for not attending one or another of the religious classes conducted in his school by Jewish, Protestant and Roman Catholic teachers.

In presenting the majority opinion, Justice Black declared that it is unconstitutional to permit the advocates of religious doctrines to teach in publicly supported schools since it gives religious sects the opportunity to spread their beliefs. The jurists, he said, were not hostile to religion nor is the Constitution—the theory being that both religion and the state are better able to accomplish their high aims when their functions are kept distinct.

Justice Frankfurter while agreeing with the majority, added the opinion that church and state should be separated by a solid wall rather than an easily overstepped line. He further stated, "In no activity of the state is it more vital to keep out divisive forces than in the schools".

Justice Reed, the sole dissenter, failed to see wherein the Constitution was violated by the Champaign program. He thought, moreover, that the court's decree threatened to wipe out thousands of religious classes in scores of communities which regard the experiment with favor.

The supreme court of Illinois had turned down the Champaign mother's complaint and is now required to take action in accordance with the federal court's view.

Meanwhile friends and opponents of the released time programs are watching for test cases to determine whether religious classes not held on school premises are or are not permissable. In most instances such classes are continuing until specifically ruled out.

Stop Teaching Exams, Timid Teachers Told

BOSTON—English teaching often inhibits expression rather than encouraging it, according to Dr. Lou La Brant, of New York University. Speaking at the New England School Development Council's Language Arts Conference, she blamed the failure on "negative teaching", in which form becomes more important than communication. She scored particularly such teaching devices as the unfinished sentence to be completed by the student and the "horrible example'" paragraphs in textbooks that the student must read, analyze and correct.

Describing English teachers as "the worst scared rabbits" in the secondary schools she declared that they were teaching exams rather than English. She said her statistics showed that students taught English with no preoccupation with college exams fared better in tests than those who crammed.

Summer Schools Offer Many Surprise Features

Not for many years have summer sessions throughout the country shown so close adaptations to modern demands as in their current announcements.

A six weeks Training Center in Family Life, Health and Social Relations will be held at the University of California, Berkeley, June 20 to July 30. Through grants from two foundations, 15 fellowships and 60 travel grants have been made available to persons living more than 100 miles from Berkeley. The object of the center is to equip teachers to give adequate family life education. Apply to Dr. Richard A. Koch, 125 Vale Avenue, San Francisco, California.

The issues of One World: America's Responsibilities will be the theme of the summer quarter at Stanford University. Courses ranging from the study of Russia and India to global geography and current developments in physics and biological sciences have been designed especially for educators. A summer education conference on "What Makes Good Teaching" will take place on July 15-16. For bulletins, address Dr. Robert N. Bush, Summer Quarter Secretary, Stanford University, Stanford, California.

Teachers wishing to complete work toward a BA or BS may attend the summer session at American University from June 7 to September 14. Send inquiries to Dr. Samuel Engle Burr, Massachusetts and Nebraska Avenues, NW, Washington 16, D. C.

The School of Education of Indiana University and the NEA Travel service are offering teachers a plan of travel with university credit. Travelers eligible for admission to the university may, by meeting specific additional requirements, receive credit in proportion to the time spent on an approved tour. Write to Dean W. W. Wright, School of Education, Indiana University, Bloomington.

From June 29 to July 30, a special course for experienced teachers in "Modern Ways of Working With Children" will be given at the Nursery Training School, 355 Marlborough Street, Boston, Massachusetts.

Penland (North Carolina) School of Handicrafts will begin four summer terms of three weeks each on June 7. Handweaving, pottery and ceramics, sculpturing, art metal work, and jewelry and lapidary art are included in a program of 60 crafts. A college credit course will be given from June 2 to June 12.

"Science and the Growth of America", a study of the influence of science upon American thought and economic life, is one of the new courses to be offered at the 1948 Cornell Summer Session. Copies of the summer session announcement may be secured from the director of the Summer Session, Goldwin Smith Hall, Ithaca, New York.

The 1948 edition of "Summer Study in New England", published by the New England Council, is now available. Write to the Council, 1032 Statler Building, Boston, 16, Massachusetts for a free copy.

Eight Major Colleges Ease Entrance Rule

PRINCETON, N. J.—Eight major eastern colleges have agreed to give prospective students until June 15 of the year of entrance, regardless of when they were notified of acceptance, before being expected to give a decision. The agreement grew out of a conference here attended by admissions and scholarship representatives of Harvard, Yale, Dartmouth, Brown, Columbia, Cornell, University of Pennsylvania and Princeton. The conference plans further meetings to straighten out snags in admission requirements. Next on the list for consideration are the use of college entrance examinations, criteria for renewal of scholarships, and personnel organizations.

Provide Scholarships, California Urged

SACRAMENTO—A recommendation that California establish 2000 undergraduate scholarships of $750 a year each was given to the legislature recently by a committee of educators headed by Dr. George D. Strayer of Columbia University.

The report proposed that the grants be set up for use in any of the higher educational institutions of the state and that 500 additional subsistence scholarships be given for use in the graduate schools of the state university, because existing facilities could not provide sufficient practitioners in medicine, dentistry, and pharmacy. The committee opposed lengthening junior colleges into four-year colleges.

"Mushroom" Districts Get N. Y. Aid

ALBANY, N. Y.—Governor Dewey has signed a bill, passed at his request in an emergency message, appropriating $200,000 for the assistance of small school districts whose enrollment had been suddenly multiplied by new housing developments. The veterans' community of Island Trees, New York, for instance, expects to have 1,100 school children by fall instead of 165. The new law permits state aid to be computed on the basis of existing enrollment instead of on a three-year average.

A bill designed to end New York City's substitute teacher system was vetoed by the governor, because abuses of the system had been corrected by a law requiring substitutes to be paid at the same rates as regular teachers.

Higher Education Groups Opposes UMT

CHICAGO—The National Education Association's higher education department in a policy statement on national defense has announced that UMT should be "rejected as unnecessary and unwise". The department's executive comittee said it favored selective service to secure additional military manpower but that such service should be administered "to preserve the full strength of the nation in the fields of science, health, technology, education and other branches of leadership essential to the strength and stability of our society".

The institutions represented at the National Conference on Higher Education where the statement was presented enroll about 90 percent of the nation's college students.

N. H. Educator Gets Federal Post

CONCORD, N. H.—Dr. Edgar Fuller, state commissioner of education in New Hampshire, has been named director of the division of the school administration in the U. S. office of education.

Dr. Fuller previously was a lecturer on educational administration at the Harvard University graduate school of education, president of Gila Junior College Thatcher, Ariz., and superintendent of schools in Virden, N. M.

Okla. Deans Favor Admitting Negroes

OKLAHOMA CITY—Negro students seeking admission to graduate schools the University of Oklahoma and Oklahoma A. &. M. College appear to be a step nearer their goal.

A committee of six deans from the two schools has recommended to the state regents for higher education that Negroes be permitted to enroll in the graduate schools.

Dr. M. A. Nash, chancellor of the regents, said the board would now turn to the state Attorney General's office for advice.

Mac Q. Williamson, Attorney General, previously had upheld refusal by the state university to enroll Negroes because of the statute providing racial segregation in schools.

The deans in forming their new policy were influenced by the decision of the U. S. Supreme Court that equal graduate facilities be offered to whites and negroes.

Hamtramck Finally Gets Its Man

HAMTRAMCK, MICH.—Hamtramck schools have a new superintendent at last. He is Eldon C. Geyer, former superintendent at Battle Creek. At a special board meeting at which three school trustees did not appear, a majority of the board voted for Geyer.

Geyer is the seventh man to be named to the post in 12 months, but he is assured of a longer stay than his predecessors because the board backed up his appointment with a 3-year contract at $10,000 a year.

Selection of Geyer followed receipt of a letter from C. L. Taylor, state overseer of Hamtramck schools, saying that he did not want the job.

Students Get Best Of Glib Professors

FOREST GROVE, ORE.—Some Pacific University professors talk too fast, but students don't care—they have a wire recorder.

Started by six ex-GI students, who pooled their money to buy the recorder, evening play-back classes are held with a charge of 50 cents admission.

Mississippi Solons Sidetrack Pay Bill

JACKSON, MISS.—A bill for a teachers' pay scale, based on years of education, was sidetracked in the Mississippi House of Representatives after some legislators protested that it would mean equal pay for white and negro instructors.

The House voted 50 to 46 to send the measure to the Judiciary Committee for study, over protests that this would kill it. Representative Zelma Price, pleading for the scale, said, "We are trying to raise the standards of our schools, but we can never raise them until we raise the standards of our teachers."

Hygiene Conference At Syracuse

SYRACUSE, NEW YORK—The second annual conference on Mental Hygiene and Problems of Exceptional Children will be held at Syracuse University May 14-15. The conference is sponsored by the School of Education and the George Davis Bivin Foundation, Cleveland, Ohio. Sessions are open to the public. For further information, address Dr. William M. Cruickshank, Director of Special Education, Syracuse University, Syracuse 10.

Junior High Schools Criticized by Goslin

NEW YORK—Dr. Willard E. Goslin, president of the AASA, urged recently that the nation's junior high schools adopt "drastic revisions" in their curricula in order to provide early adolescents with subject matter that will stimulate their desire to study.

Speaking at the Junior High School Conference here, the Minneapolis superintendent charged that junior high school programs have reflected those of high schools, rather than meeting the specific needs of the age group they serve. He recommended, the reorganization of the school day so that it would not be broken down into short periods with pupils shuttled from teacher to teacher, but would provide a "home base" for students who would spend at least two periods with the same instructor. More projects and field trips and a revision of the marking system are also needed, he asserted.

Tour of Europe Planned for 300

Europe will become a classroom for 300 American teachers and students this summer.

The subject of the 12-week course will be "The Marshall Plan in Action." Battlefields, mines, government offices, and industrial plants of Europe, will provide the teaching materials.

The on-the-spot course will be conducted by the New York City Board of Education and the University of Vermont, with cooperation of the governments involved.

The visiting teachers and students will spend a few weeks each in Great Britain, Belgium, Holland, and France. These governments will provide instructors to give the teachers a clearer understanding of the role their countries will play in the European Recovery Program.

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While on shipboard, classroom instruction will be given on the background of the Marshall Plan.

The teachers will visit Belgium, Luxemburg, the Ruhr, industries, coal mines of northern France, reconstruction work in Normandy, hydroelectric power developments in the French Alps, and industrial plants of central France.

As a result of contributions to the program by governments involved, the total cost to each participant for the three-months trip abroad will be $535. Most of the teachers will receive academic credit for their study.

College Offers Guidance to Children

BROOKLYN, NEW YORK, A diagnostic testing and guidance service for children in the elementary, junior and senior high school grades has been opened by the Brooklyn College Testing and Advisement Center. The service, which operates on a non-profit basis, is designed to assist parents in planning the educational future of their children and also to aid those children who encounter difficulty in mastering their regular school work.

Professional psychologists and counselors determine the child's capabilities and offer suggestions as to how they can be more fully developed. In the case of a mentally retarded child, schools of slow progress which might remedy this deficiency would be recommended to the parents.

Foreign Teachers May Study Here

TEMPE, ARIZ.—A plan under which 260 American colleges will accept students from war-devastated countries for a year of training as teachers, has been announced by Dr. Grady Gammage, President of Arizona State College.

Dr. Gammage recently was appointed Chairman of the Committee for International Teacher Education of the National Association of Colleges for Teacher Education.

The program is intended to develop an exchange of students and professors. Dr. Gammage said giving foreign students a year of study in American teacher-training institutions would be "a potent factor in establishing democratic ideas."

The cost of transportation and tuition for each student was estimated at $600.

College Women Advised on Careers

EVANSTON, ILL.—Women college graduates would be wise to prepare for two or three lines of work in order to avoid drifting from job to job, according to Frank S. Endicott, director of placement at Northwestern University.

Speaking at the University's careers conference for women, Mr. Endicott advised girls to try for fields like teaching, nursing and secretarial work, where their sex predominates. Teaching, he noted, now offers good beginning salaries in most communities and the opportunity to specialize, as well as providing one of the most helpful backgrounds for marriage and home life.

Grins Between Grinds

WILFUL

Young Janet had just completed her first day of school. Anxiously, her doting mother asked, "Well, dear, how did you like it?"

"Oh, all right, I guess," was the reply, "only that teacher certainly wants her own way all the time."

CURIOSITY AROUSED

The Sunday School teacher was explaining to her class about the separation of the sheep from the goats. Using her best imaginative powers, she described vividly the wonders and the horrors of a hot burning hell.

A little boy sat in the front row, listening intently, his eyes growing larger and larger.

"Bobby," said the teacher, "where would you like to go—to heaven or hell?"

"Gee, teacher," replied the little boy, "I'd like to see 'em both."

PLEASING

A reporter from the *Star* was questioning the no-longer-young daughter of a prominent man.

"Is it true, Miss Elderly, that you are going to be married soon?" he asked her.

"Well, no it isn't," she answered, "but I am very grateful for the rumor."

TRY THE MIRROR

A very large man and a smaller one had been long enough at the bar to reach the confidential stage. "Do you know," remarked the large one, "I weighed only three and a half pounds when I was born?"

"No!" said the small man incredulously. "And did you live?"

"Did I live? Boy! You should see me now!"

SEATS OF LEARNING

Young Professor Jones was beginning to be noted for the brevity of his lectures. His department head complained to the college president. The president, who knew all about the uncomfortable seats in Professor Jones' overcrowded classroom, pondered a bit, then drawled.

"That young man knows what he's doing. The mind can absorb only as much as the seat can endure."

ALL BUT COMPLETE

Stranger: This is a very modern school for a town of this size. I suppose you have quite a modern staff of teachers, too.

Citizen: Teachers? Oh gracious, we can't afford to have teachers. We're still paying for the building!

CONSERVATIVE

The big store was about to offer its customers a sensational new soap product, and the inventor was trying to interest the floor superintendents in its amazing virtues.

"This Liquasoap is wonderful for cleaning your glasses," the sales promotor declared to one old timer. "I hope you will try it."

"I have always cleaned my glasses with huff and puff," he replied, "and I don't intend to change now."

OLD STUFF

An animal trainer approached a talent agent with a dog that played the violin. The agent agreed to an audition and waited patiently while the faithful animal walked in with a violin case between its teeth, turned the violin, and resined the bow. Then the poodle gave a very creditable performance of Bach's "Chaconne." The agent yawned.

"Uh-uh," he said, after the first few minutes.

"What's wrong?" asked the trainer.

Said the agent: "Who wants to hear classical music nowadays?"

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